

**COURSE MODIFICATION PROPOSAL**

DATE: OCTOBER 25, 2005

PROGRAM AREA ENGL

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]*  
*(If Cross-listed please submit a form for each prefix being modified)*

**OLD**

Prefix ENGL Course# 106 Title Composition & Rhetoric II--  
 Service Learning Units (3)  
 3 hours Lecture per week  
 Prerequisites ENGL 103 or 105  
 Corequisites  
 Description ENGL 106 is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. Requires significant elements of service learning, including producing written work for not-for-profit organizations. A substantial amount of writing is required.

Gen Ed  
 Categories A-2  
 Lab Fee Required

Graded  
 CR/NC  Repeatable for  
 up to \_\_\_\_\_ units  
 A - F  
 Optional-Student choose  
 When enrolling

**NEW**

Prefix ENGL Course# 106 Title Composition & Rhetoric II--  
 Service Learning Units (3)  
 3 hours Lecture per week  
 Prerequisites None  
 Corequisites  
 Description THIS COURSE is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. Requires significant elements of service learning, including producing written work for not-for-profit organizations. A substantial amount of writing is required, as are oral presentations.

Gen Ed  
 Categories A-1, A-2  
 Lab Fee Required

Graded  
 CR/NC  Repeatable for  
 up to \_\_\_\_\_ units  
 A - F  
 Optional-Student chooses  
 when enrolling

**2. Mode of instruction**

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>25</u>	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	<u>1</u>	<u>2</u>	<u>25</u>	_____

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	<u>1</u>	<u>2</u>	<u>20</u>	_____

**3. Course Content in Outline Form if Being Changed.** *[Be as brief as possible, but use as much space as necessary]*

**OLD**

Students will learn to utilize strategies for writing which include:

- understanding what is expected in situation-sensitive writing tasks
- determining an appropriate focus for that task
- planning and researching
- composing a text that is well-organized and fully developed
- determining and following the conventions of grammar and style that are required for "successful writing" at the university
- working with organizations and people from outside the university community.

**NEW**

Students will learn to use strategies for writing and speaking in order to:

- identifying what is expected in situation-sensitive contexts
- determine an appropriate focus for the task
- plan and research for their text or presentation
- compose a text that is well-organized and fully developed
- determine and follow appropriate conventions of grammar and style expected of successful written and oral presentations
- work with organizations and people from outside the university community
- represent CSUCI in a professional manner.

**4. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

**OLD**

Learning Objectives:

1. Critical Thinking: Students will achieve the following:
  - an ability to analyze written work
  - an ability to frame conclusions from a range of information
  - an ability to predict outcomes based on known information
2. Communication Skills: Students will achieve the following:
  - an ability to more clearly and more effectively write academic papers
  - an ability to effectively and convincingly verbalize their ideas
  - an ability to work effectively in group processes
3. Research Skills: Students will gain the following:
  - a familiarity with research trends and directions
  - a familiarity with major data bases
  - a proficiency with basic computing skills
  - an ability to discern valid research conclusions
  - the ability to design, conduct and defend a research project
4. Service Based Community Learning: Students will gain the following:
  - documented community based learning
  - an ability to understand to relationship of this mode of learning to the students' other academic work
  - an ability to generate first hand knowledge regarding a community group experience
  - an understanding the socio-cultural responsibility to provide service to others
5. Self Development
  - ability to cogently reflect on roles of learning on personal and intellectual growth

**NEW**

Learning Objectives:

1. Critical Thinking: Students will achieve the following:
  - analyze written work
  - frame conclusions from a range of information
  - predict outcomes based on known information
  - reflect critically on socio-cultural issues
2. Communication Skills: Students will achieve the following:
  - write clearer and more effective academic papers
  - verbalize their ideas effectively and convincingly
  - work effectively in group processes
  - practice delivering effective oral presentations
3. Research Skills: Students will gain the following:
  - a familiarity with research trends and directions
  - a familiarity with major data bases
  - a proficiency with basic computing skills
  - the ability to discern valid research conclusions
  - the ability to design, conduct and defend a research project
4. Service Based Community Learning: Students will learn to:
  - document community based learning
  - articulate the relationship between this mode of learning and the students' other academic work
  - generate first hand knowledge regarding a community group experience
  - demonstrate socio-cultural responsibility in providing service to others
5. Self Development: Students will:
  - reflect on role of learning in personal and intellectual growth
  - develop the capacity to evaluate problems, take action after reflection, and engage in expanded learning communities

**5. References.** *[Provide 3-5 references on which this course is based and/or support it.]*

**OLD**

Hacker, Dianne. *A Writer's Reference*, Fourth Edition. Boston: St. Martin's Press, 1999.  
Hult, Christine A. *Research and Writing Across the Curriculum*. 2nd edition. New York: Longman Press, 2001.  
Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: MLA, 1999. [A college-level dictionary]

**NEW**

NEW:

Faigley, Lester. *Brief Penguin Handbook*. Pearson Education, 2006.  
hook, bell. *Teaching to Transgress*. Routledge, 1994.  
*Island Voices: Student Essays*. CSUCI. 2005.  
Loeb, Paul. *The Impossible Will Take A Little While*. Basic Books, 2004.  
College level dictionary

**6. Indicate Changes and Justification for Each.** *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- Course title
- Prefix/suffix
- Course number

- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other

**Justification** Because this course includes as much, if not more, academic writing than ENGL 105, it seems only appropriate it fulfill the general education writing requirement, rather than deem that requirement a prerequisite. In making the change in prerequisites, we noticed minor changes in description, enrollment, and references that needed updating to make them consistent with other composition courses. -- N.B.: We listed the new and old references vertically, rather than horizontally (as is indicated in the form) because it was impossible to insert the new list into the space on this automated form.

**7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:**

**A (English Language, Communication, Critical Thinking)**

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

**B (Mathematics, Sciences & Technology)**

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

**C (Fine Arts, Literature, Languages & Cultures)**

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

**D (Social Perspectives)**

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**E (Human Psychological and Physiological Perspectives)**

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**UD Interdisciplinary**

**8. New Resources Required. YES  NO**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

**9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES  NO**

If, YES attach a program modification form for all programs affected.

Christine Popok & Bob Mayberry  
Proposer of Course Modification

19 Sep 2005  
Date

## Approvals

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Program Chair

Date

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General Education Committee Chair

Date

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Curriculum Committee Chair

Date

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Dean

Date

## GE CRITERIA APPROVAL FORM

*Course Number and Title:* ENGL 106: Composition and Rhetoric II – Service Learning

*Faculty member(s) proposing REVISIONS in Course:* Christine Popok & Bob Mayberry

**Indicate which of the following GE would be satisfied by this course by marking an “X” on the appropriate lines.** Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input checked="" type="checkbox"/>	A1: Oral Communication
<input checked="" type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input type="checkbox"/>	C1: Art
<input type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included?    Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

This course fulfills the Gen Ed requirement for undergraduate writing and prepares students for success in their courses across the curriculum. It is designed with significant elements of service learning, including producing oral presentations and written documents for not-for-profit organizations. Internships may also be possible in some cases.

Since we have been unable to attract enough students to enroll in the class in the past, we are revising it to make it more appealing and bring it into line with other composition courses. To that end, we contend that this class clearly meets the criteria for the 3 Gen Ed categories, noted above: as a composition course it fulfills the same requirements that ENGL 103 and 105 do (A2); furthermore, because of the oral presentation element, the course further meets the requirements of category A1.

Learning Objectives:

1. Critical Thinking: Students will achieve the following:

- analyze written work
- frame conclusions from a range of information
- predict outcomes based on known information
- reflect critically on socio-cultural issues

2. Communication Skills: Students will achieve the following:

- write clearer and more effective academic papers
- verbalize their ideas effectively and convincingly
- work effectively in group processes
- practice delivering effective oral presentations

3. Research Skills: Students will gain the following:

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5. Self Development: Students will:

- reflect on role of learning in personal and intellectual growth
- develop the capacity to evaluate problems, take action after reflection, and engage in expanded learning communities
- a proficiency with basic computing skills
- an ability to discern valid research conclusions
- the ability to design, conduct and defend a research project